

Unit Planning Guide: Grade 1 Unit 6 of ____

Unit Title: Informational Text / Report Writing	Pacing (Duration of Unit): 5 weeks
Grade: 1	Buffer Day(s): 1 week

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

- W.1.2 **Write informative/ explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.**
- RF.1.4a **Read grade-level text with purpose and understanding.**
- RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

***Continue to teach grade level phonemic awareness and phonics as necessary.**

These are MPI examples for EPL 4

- Compose a paragraph with topic details and a conclusion using a graphic organizer
- Interpret grade level texts in a cooperative group structure

Meaning (*Mostly assessed through Performance Tasks/Assessments)

Big Ideas: (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- Informative texts help us communicate with facts about a topic.
- Reading complex grade level text is necessary for success in future endeavors.
- Details in descriptions help listeners or readers visualize the object or event in clarity.

Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- How can I understand what I read?
- How can I use words to help you see what I think?
- How do I use facts in my writing to show what I learned?

Acquisition (*Mostly assessed through traditional summative assessments)

Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know that...

- Informative text contain facts
- Explanatory text explains
- There is a difference between fact and opinion
- Details help describe things more clearly

Key Academic Vocabulary:

- Informative details
- describe
- Explanatory
- Fact
- Opinion
- conclusion
- closure

Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

Students will be skilled at:

- **writing** informative or explanatory text in which they name a topic, supply some facts about the topic and provide some sense of closure (application, analysis, synthesis)
- **understanding** the difference between fact and opinion (application)
- **describing** orally people, places, things, and events (knowledge, comprehension, (application)
- **using** details that express ideas/feelings with relevant details (knowledge, comprehension, application)
- **reading** grade level text with understanding (comprehension, application)

